

Reflect: We Had a Great Trip at Forest Valley...Now What?

“Learning does not end with presentation but rather with reflection, reflexivity, and action. As a function of learning, learners need to position themselves differently in the world: business ought not to go on as usual.” (Harste, 2001, p. 15)
[Pedagogical Documentation Revisited, Literacy and Numeracy Secretariat, Capacity Building, 2015](#)



A field trip to Forest Valley should not end with getting on the bus and going back to the classroom. In order to complete the learning cycle, please engage your students in a learning conversation about the observations that were made during the field study.

If you, your students or Forest Valley Staff made artwork, took notes or photographs of your learning, **share** them, **talk** about them and **make a new plan of action!** Information on accessing Google Drive can be found on the Frequently Asked Questions section of our website (<http://schoolweb.tdsb.on.ca/forestvalley/>).

Guiding Questions to Extend the Learning

- “What did you observe?”
- “What connections can you make to our learning goal?”
- “How do you know you met the success criteria?”
- “What do you still wonder?”
- “Now what?”

Please send photos, videos or written artefacts that document the learning back in the classroom and we will feature them (if you are willing) on our website and at our Open House to help other teachers see how to connect their outdoor learning back in the classroom! Samples of student learning can be sent to ForestValleyOutdoorEdCentre@tdsb.on.ca or via courier to Forest Valley OEC, Route NW11.

Possible Follow-up Activities: Biodiversity and Eco-Literacy

- Begin a Know, Wonder, Learn (KWL) chart about biodiversity to bring with you to Forest Valley
- Explore the school grounds and make a tally of the different types of trees, birds, insects, plants and animals and graph the data

- Sort data by native and non-native species and invasive and non-invasive species with the help of the following resources: [A Guide to Toronto’s Pollinators](#), [The Landowners Guide to Controlling Invasive Woodland Plants \(Ontario\)](#), [Ontario Wildlife and Nature](#), [Birds of Toronto](#)
- Research invasive plant species using [Eco Schools Stop the Spread](#) guide
- Explore “[Biodiversity in the City](#)” and use the checklists of Toronto mammals, birds, butterflies, spiders, reptiles, amphibians, and fish (hard copies are available from Forest Valley’s Library, please contact ForestValleyOutdoorEdCentre@tdsb.on.ca)
- Use the [Toronto Field Naturalists](#) website to connect with a local advocacy group, find more field guides or plan another field trip to local examples of biodiversity
- Map the tree species present on your school property using the [Ontario Tree Atlas](#) and consider making a plan with your [Eco Schools](#) Committee to increase biodiversity
- Partner with a Grade 2 and/or Grade 4 class to take on the role of “[Outdoor Educators](#)” to teach them about the trees at the school
- Use the [Canadian Museum of Nature](#) to introduce students to the study of biodiversity
- Apply data and research to a local awareness campaign in consultation with your [Eco Schools](#) Committee to improve biodiversity in your community (e.g. reduce invasive species and plant native species)

TDSB Web Resources (note, these may only be accessible through a TDSB computer):

- [MediaNet](#) (Library & Learning Resources: Grade 6 Understanding Life Systems)
- [TDSB's Virtual Library](#).